

# *Title IV, Part A*

## *Well-Rounded Education: Social and Emotional Learning*

### **Well-Rounded Education: Title IV, Part A**

The Every Student Succeeds Act (ESSA) contains specific language that allows school districts to utilize Student Support and Academic Enrichment Grants (Title IV, Part A) for programs and activities that support student access to a well-rounded education. The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. Programs and activities carried out under Title IV, Part A must be coordinated with other school and community-based services and may be conducted in partnership with institutions of higher education and other entities.

### **Social and Emotional Learning as a Part of a Well-Rounded Education**

Social and emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions, leading to success in school and in life.<sup>i</sup> Research shows SEL on a large scale supports better performing and more positive school communities.<sup>ii</sup>

By defining and incorporating SEL at a systems level, we build a foundation to support academic and lifelong achievement for students through a whole child approach as outlined in OSPI's vision statement. By soliciting wide input and rigorously evaluating SEL in practice, the proposed Washington Social Emotional Learning Framework can support positive, equitable school environments in which all students learn the skills needed to be prepared for career, college, and life.

To implement SEL effectively and equitably, schools will need to (1) start by evaluating and building school and classroom environments through an SEL lens; (2) incorporate principles of Universal Design for Learning (UDL) when adapting SEL curricula to their unique climate; (3) focus on equity in the selection and implementation of curricula; and (4) take a holistic approach, understanding that each person (child and adult) will start at different places and progress in different ways along an SEL continuum.

There is a growing awareness among educators and policymakers about the importance of social and emotional development for successful student performance in school. Significant and increasing numbers of students are contending with substantial social, emotional, and mental health barriers to their success in school and life. The ability to recognize and manage emotions and establish and maintain positive relationships affects both readiness to learn and the ability to benefit from learning opportunities.

School districts may choose to use Title IV, Part A funds to develop, implement, or expand programs and activities that integrate social and emotional learning as part of the educational experience for all students.



## Examples of Uses of Title IV, Part A Funding for SEL

- Purchase SEL curricula.
- Purchase assessment materials and instruments.
- Contract with outside providers to bring training to the district.
- Hire new staff or dedicate additional time for existing staff.
- Pay the registration, travel costs, and/or substitute reimbursement for staff to attend targeted professional learning activities that will help them incorporate SEL into different content areas.

## Additional Resources

- SEL in Washington state: [Web Resources](#)
- Social and Emotional Learning in Washington State Schools: Building Foundations and Strategies – [OSPI's Online Education Module](#)
- Aspen Institute: [National Commission on Social, Emotional, and Academic Development](#)
- [CASEL](#), the Collaborative for Academic, Social, and Emotional Learning
- Social and Emotional Learning: [American Institutes for Research \(AIR\)](#)

*School staff or other community stakeholders who are interested in how to access Title IV, Part A for social and emotional learning should begin by contacting the individual in the school district with responsibility for administering federal programs. For assistance with the program planning process: [Program Planning Guide](#)*

## For More Information

*For more information on SEL:*

**Tammy Bolen**

Program Supervisor for SEL

[tammy.bolen@k12.wa.us](mailto:tammy.bolen@k12.wa.us)

360-725-6042

*For general questions about how school districts can apply for Title IV, Part A funds:*

**Cara Patrick**

Title IV, Part A Program Supervisor  
Student Engagement and Support  
Office of Superintendent of Public  
Instruction

[cara.patrick@k12.wa.us](mailto:cara.patrick@k12.wa.us)

360-725-6507

[Title IV, Part A](#)

---

<sup>i</sup> CASEL. (2015). What is Social and Emotional Learning? Retrieved from: <https://casel.squarespace.com/social-and-emotional-learning/>; Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from: [https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley\\_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1)

<sup>ii</sup> Elias. (1997). Promoting social and emotional learning: Guidelines for educators. Alexandria, VA: Association for Supervision and Curriculum Development; Zins, Weissberg, Wang, & Walberg. (2004). Building academic success on social and emotional learning: What does the research say? Teachers College Press; Durlak., Durlak, Weissberg, Dymnicki, Taylor, & Schellinger. (2011). The impact of enhancing students' social and emotional learning: A metaanalysis of school based universal interventions. *Child Development*, 82(1), 1-29.

